



More Able Pupils (MAP) Policy

This policy applies to the whole school including the EYFS at Copthorne Prep.

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Introduction

At Copthorne Prep School, we recognise that some pupils demonstrate exceptional ability or potential in academic subjects or practical disciplines such as music, drama, sport and art. These pupils are identified as More Able Pupils (MAP).

More able pupils are those who show significantly higher levels of capability than their peers in one or more areas of learning. They may demonstrate advanced reasoning, creativity, leadership, or performance skills. We believe that all pupils benefit from high expectations and challenge, and that teaching to the top creates a rising tide that lifts all learners.

We recognise that more able pupils may also include children with Special Educational Needs and Disabilities (SEND), and we are committed to identifying and supporting these pupils appropriately.

This policy outlines our approach to identifying and supporting these pupils, ensuring they are appropriately challenged and nurtured within an inclusive and aspirational learning environment.

Associated Policies

This policy should be read in conjunction with:

- Curriculum policy
- SEND policy

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Identification of More Able Pupils

Pupils are identified through a combination of:

- Assessment data, including CAT4 scores and internal tracking
- Teacher observations, including classroom performance and engagement
- Subject-specific indicators, such as musicality, creativity, physical ability or leadership
- Pupil voice and self-reflection
- External achievements, where relevant

More able pupils may be identified in the following categories:

- Academic Exceptionality
- Practical Exceptionality (e.g. Music, Drama, Sport, Art)
- Dual Exceptionality (academic and practical exceptionality)
- Underachieving more able pupils (identified through progress reviews)

Provision and Support

At Copthorne Prep, we are embedding adaptive teaching strategies across all lessons. This includes:

- Differentiated tasks with stretch and challenge
- Open-ended questioning and higher-order thinking
- Opportunities for independent learning and leadership
- Subject-specific enrichment activities and clubs
- Encouragement of pupil voice and self-directed extension work

Heads of Department include provision for more able pupils in their Department Development Plans, ensuring subject-specific strategies are in place.

Monitoring and Review

The register of more able pupils is compiled by the Head of Academic Excellence, in collaboration with Heads of Department and class teachers. It is reviewed termly to monitor progress, identify underachieving more able pupils and adjust provision accordingly.

Monitoring includes:

- Termly data reviews
- Pupil progress meetings
- Feedback from staff and parents
- Review of enrichment and co-curricular participation

Inclusivity and Equity

Provision for more able pupils is inclusive and guided by the principles of the Equality Act 2010. We actively challenge stereotypes and ensure all pupils, regardless of background, gender or learning profile, are encouraged to explore and develop their talents.